

## **Mentoring Works**

# Why Mentoring?

Women who have a mentor can advance more quickly, and to higher levels, than those who are not supported.<sup>3</sup>

Mentoring relationships can be formal or informal, and short or long term.

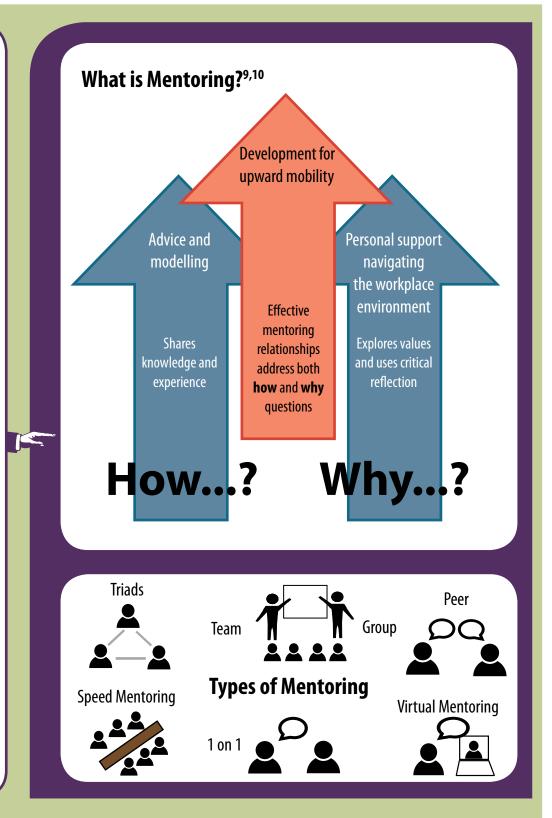
Formal relationships are often arranged by an organisation or workplace, have pre-articulated expectations, and often include launches, wrap-ups, and socials to normalize expectations. Formal mentorships create an environment where it is easy to get involved, but may cause concerns of time commitment and how "visible" the relationships are.

Informal mentoring is often arranged by individuals, so expectations are not always pre-determined and must be set by the mentor and mentee. They often focus on a specific need. Time commitments are more flexible, and informal mentorship is less "visible." Difficulty establishing connections can make it challenging to become involved.

Short term mentoring formats include speed mentoring, project-specific mentors, shadowing, or transition mentors.

Long term mentoring may include regular or ad-hoc meetings, peer mentors, and most mentoring programs.

Online mentoring may use either format.







# Ranked Facilitative Responses<sup>2</sup> Reflecting & Conveys you have heard and Understanding understood their emotional experience **Feelings** Focuses the discussion: indicates **Clarifying &** accurate hearing & understanding **Summarizing** Indicates a desire to be accurate in communication Seeks information & furthers Questioning discussion May dismiss the person's feelings Reassuring & (negative) Supporting Indicates a belief in their ability to solve the problem Trying to explain behaviours or **Analyzing &** feelings Interpreting Responses may imply what they should think or do What you should do or feel Advising Judges what you do or feel **Evaluating**

In a mentoring relationship, **how you respond** affects how the other person responds. Choosing a response is context and relationship dependent.

### Facilitative Conditions<sup>1</sup> Genuine sense Sharing Genuine of comfort mutual Friendliness warmth interests and support Perceive and **Understanding Empathy** acknowledge their experiences Personally care Value them Caring about their as a person the process well-being Right to express their own Right to shape Respect ideas and feelings their own lives Confidentiality and security **Trustworthiness** Honesty in relationship Respect the personal worth Accept who Acceptance they are and dignity of a person 6 conditions must be met to create a relationship in which a person feels comfortable to self-disclose.1 In a mentorship, this relationship is **reciprocal**. **Types of Questions** Effective: Ineffective: • Are person-centred Completely change the focus Are binding Are open Ask "why" (without being Solicit agreement

Force choices

Are yes/no

Have "no good answer"

intimidating)

# Tools for Mentoring<sup>4,5</sup>

Preparing for Mentoring

Decide what you want to get from this experience

Determine **what you can give** (time, knowledge)

and **what you can't** (things you won't discuss)

Know your own **values**Review the **facilitative responses**Decide on **3 questions** you want to ask

Setting expectations

Set & communicate **expectations** (meetings, forms of communication, etc.)

Discuss any **limitations** to the relationship, **confidentiality**, what to do if one person wants to end the relationship

Write this into a simple agreement

Building the Facilitative Conditions

Find **common ground** (personal, professional interests)

Leave the workplace — go for a walk, or for coffee

Use **open questions** & positive body language

Talk about why mentoring **appeals to you**, previous valuable mentoring relationships you've had, and **how they were helpful** 

Tools to Explore

Choose a **specific topic** to focus on for each individual session

Have the mentee create a pie chart of what is **important** in their life, then create one of what they spend their time on - compare & discuss

Approach issues with **PEST analysis**: Political, Economic, Social, Technology

**Tools to Reflect** 

Review **highlights** from the meeting at the end

At home, spend **15 minutes** writing about what you learned, what was helpful, what you'd like to do next time

At the end of the mentoring relationship, or yearly, reflect on **how it has contributed** to your growth and development

# Mentoring at Work

Increasing workplace diversity, especially at the mid- and upper levels, can be supported through diversity mentoring programs. Organisations should also consider how to promote and support a variety of forms of mentoring, and reduce barriers to employees' participation.

Often, individuals who need mentoring the most are unable to find mentors because they are afraid to ask, or are searching for the "perfect fit" mentor. Informal mentoring can help resolve this. Peer mentoring is also beneficial; individuals with similar levels of experience act as both mentees and mentors to each other, Offering advice and support in navigating the workplace and decision-making. There is value for employees at all levels, including executives.

Finding mentors outside of the workplace can address individuals' life satisfaction levels, and provide outsider perspectives on work-related issues.<sup>5</sup> Participating in multiple types of mentorship (peer, seniority-based, non-work, etc.) provides more opportunities for an individual's holistic personal development.<sup>5</sup>

Facilitative responses should be used as tools for strengthening relationships, and ensuring individuals feel comfortable self-disclosing. Setting expectations is key in ensuring a successful mentoring relationship.



### Society for Canadian Women in Science and Technology

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- 2. Wittmer, J. & Myrick, R. D. (1980). Facilitative Teaching: Theory and Practice. (2nd ed.). Minneapolis, MN: Educational Media Corp.
- 3. Cukier, W., Smarz, S. & Yap, M. (2012). Using the Diversity Audit Tool to Assess the Status of Women in the Canadian Financial Services Sector. *The International Journal of Diversity in Organisations, Communities and Nations.* 11(3): 15–36.
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- 7. Zachary, L. (2010). Informal Mentoring. *Leadership Excellence*. 27(2): 16.
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- 9. Kram, K. E. (1985). Mentoring at work: Developmental relationships in organizational life. Glenview, IL: Scott, Foresman.
- 10. Bozeman, B. & Feeney, M. K. (2007). Toward a useful theory of mentoring: A conceptual analysis and critique. Administration & Society. 39 (6): 719–739.

## **Recommended Readings**

- 1. Bachkirova, T., Jackson, P., & Clutterbuck, D. (Eds.). (2011). Coaching and Mentoring Supervision: Theory and Practice. New York: McGraw-Hill Education.
- 2. Clutterback, D., Poulsen, K. M., & Kochan, F. (Eds.). (2012). Developing Successful Diversity Mentoring Programmes: An International Casebook. New York: McGraw-Hill Education.
- 3. Clutterbuck, D. (2012). Coaching and Mentoring in Support of Management Development 1. In Armstrong, S., & Fukami, C. (Eds.). The SAGE Handbook of Management Learning, Education and Development (p.477-497). Thousand Oaks, CA: SAGE.

### **About SCWIST**

SCWIST is a non-profit association that promotes, encourages and empowers women and girls in science, engineering and technology. The MS Infinity Program introduces girls to exciting career options and positive female role models in science and technology. The IWIS (Immigrating Women in Science and Technology) Program provides support to immigrating professional women including resources, skill development workshops and networking opportunities. Program details at www.scwist.ca/

### **About Make Possible**

The Make Possible Mentoring Network is part of the Government of Canada's Status of Women Initiative to help attract and retain women in technology and advance the digital economy. Make Possible provides mentoring support, networking connections, professional development and leadership opportunities to help women reach their full potential in the technology sector and all STEM (science, technology, engineering and math) fields. The Make Possible vision is a world where aspiration, opportunity and diversity intersect. The Make Possible mission is to help women connect, collaborate and lead through a dedicated mentoring network in STEM. For more information: contact@makepossible.ca or visit http://www.makepossible.ca/

